
JOURNAL

OF THE

RHODEISLAND INSTITUTE OF INSTRUCTION.

The JOURNAL OF THE RHODE-ISLAND INSTITUTE OF INSTRUCTION will be published on the 1st and 15th of every month, until a volume is completed by the publication of twelve numbers.

Each number will contain at least sixteen pages in octavo form: and in addition, from time to time, an EXTRA will be published, containing official circulars, notices of school meetings, and communications respecting individual schools, and improvements in education generally; and one of a series of "*Educational Tracts*," devoted to the discussion of important topics, in some one department of popular education.

The volume, including the EXTRAS and "*Educational Tracts*," will constitute at least three hundred pages, and will be furnished for fifty cents for a single copy; or for three dollars for ten copies sent in a single package; and at the same rate for any larger number sent in the same way.

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HENRY BARNARD, Commissioner of Public Schools, Editor.

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PROVIDENCE, March 1, 1846.

PROGRESS OF EDUCATION IN OTHER STATES.

In this and the succeeding number of the Journal, we shall aim, in the language of the article setting forth the objects of this periodical, "to give information of what is doing in other states, with regard to public schools, and other means of popular education, with the view of keeping alive a spirit of efficient and prudent action in behalf of the physical, intellectual and moral improvement of the rising and all future generations in the State."

MASSACHUSETTS.

In Number 3, of the *Educational Tracts*, we have given an outline of the history and present state of the school system of Massachusetts, with statistical tables made up from the *Abstract of School Returns for 1845*, together with remarks from Mr. Mann's *Ninth Annual Report*, showing the actual condition of the common schools, in several important particulars. We continue our extracts from the "*Ninth Annual Report of the Board of Education, together with the Ninth Annual Report of the Secretary of the Board.*"

STATE NORMAL SCHOOLS.

The situation of the three State Normal Schools is, in a high degree, flourishing.

The school at Bridgewater, under the charge of Mr. Tillinghast, assisted by Mr. Greene, is, as the visitors report, conducted with much wisdom. It was apparent, at the examinations, that eminently successful efforts had been made to render the

pupils thoroughly acquainted with all the branches, in which it will be their business to teach; and the promptness, and precision of their answers, were, in a high degree, gratifying.

Careful attention, evidently, had been paid to the morals, and general deportment of the pupils; and the visitors were satisfied, that the School is carrying out the beneficent design of its establishment.

The number of scholars, during the past term, has been eighty, viz.: sixty males, and twenty females; and when the new edifice shall be completed, on, or before, the first day of July next, it is expected that the instruction of an increased number of pupils will add to the usefulness of the institution.

The Board are interested in learning the fact, that the annual convention of the Alumni of the institution is held in Bridgewater, for the purpose of promoting the cause of education. More than two hundred of the pupils of the school have been present on these occasions; and as scenes, for the renewal of former acquaintance, for the imparting of lessons of experience, and, as affording opportunity for the educational appeals and counsels of the distinguished friends of the cause, they are regarded as important auxiliaries in the work of education.

The School at Westfield is also reported by the visitors, as conferring great advantages upon those who are enjoying its privileges. It is, at present, under the charge of the Rev. Emerson Davis, assisted by the Rev. Perkins Clark.

The examinations of the School were highly satisfactory. No special, previous preparations had been made for them. No parts of the different studies were allotted to the pupils. They differed from an ordinary recitation, only in extending over all the studies which the pupils had been pursuing, during the term; thus affording a satisfactory opportunity of ascertaining the thoroughness of their instruction, and the accuracy of their knowledge.

At the present time, the School may be considered as increasing in numbers, as, it is believed, it is winning its way to public favor.

The Normal School, now at West Newton, continues to sustain that reputation for exact instruction and thorough discipline, which it owed, when at Lexington, to the successive exertions of its principals, Messrs. Peirce and May.

The School was opened at West Newton for the reception of pupils in September, 1844, and the average number in attendance for three terms, has a little exceeded sixty-two. During the present term, now about to close, there have been sixty-eight pupils. The demands upon the principal for Normal Teachers, have increased, and at the last spring and summer terms, Mr. Peirce had more applications than he could supply.

It will be recollected, that during the session of the Legislature, for the year 1845, a Memorial was presented by Charles Sumner, Esq., and others, as a Committee of the friends of Education, setting forth the utility of the system of Normal Schools, in the training and preparation of teachers, and the want of proper accommodations at two of the three schools, in buildings, apparatus and libraries. The memorial concluded, by urging upon the Legislature the appropriation of the sum of \$5,000 to be placed at the disposal of the Board of Education, for those purposes, on condition that a further sum, of the same amount, to be obtained by contribution from the friends of the cause, should be placed at their disposal for the same object.

It will be remembered, also, to the honor of the enlightened liberality of that Legislature, that, in accordance with a unanimous recommendation of the Committee on Education, to which Committee it was referred, the prayer of the memorial was granted; and the Governor, with the advice and consent of the Council, was authorized and requested to draw his warrant for the sum of \$5,000, in favor of the Board, when the same sum shall be placed at their disposal by the memorialists;—the two sums to be appropriated, by the Board, in providing suitable buildings for the State Normal Schools, and for purchasing apparatus, and libraries therefor.

A satisfactory assurance having been given, that the sum to be raised by the aid of the memorialists, in order to entitle the Board to the liberal appropriation of the Legislature, would be placed at their disposal, it became an important question, as to the towns in which the two schools should be permanently located. Upon this question, an amicable and an honorable contest took place between two towns, in the south-eastern, and two towns in the western parts of the Commonwealth; and the very liberal offers, which were made to the Board, as a part of the sum of \$5,000, before referred to, and also for the purposes of convenience and ornament in the vicinity of the school buildings, by the citizens of the towns of Bridgewater and

Plymouth, and Northampton and Westfield, were cheering evidences of the kindly feeling of those citizens towards the cause of learning, and their high estimate of the value of these useful institutions.

In ultimately fixing upon Bridgewater as the location of one of the schools, and Westfield as the place for the other, the Board were governed by considerations which, in their opinion, were decisive in favor of each of these towns. They are, each of them, central and easy of access. The prices of board are exceedingly low, and the inhabitants have manifested the highest interest in the success of the schools and the welfare of the pupils.

It may not be improper here, to mention the amount contributed by the two towns in which the schools are permanently located.

In Westfield, the town, in its municipal capacity, appropriated the sum of five hundred dollars towards the before mentioned sum of \$5,000, and the further sum of \$300, to be expended in constructing walks, and in raising and ornamenting the grounds in the vicinity of the site of the building. Individuals of that town subscribed six hundred dollars for the first of these objects, and a further sum a little exceeding six hundred dollars, for the second object.

A further sum of \$1,500 was raised by School District No. 1, in that town, to be applied towards the erection of the edifice, on condition that a portion of it may be used as a model schoolroom for the instruction of the children of the district, to be connected with the Normal School, under the general superintendence of its Principal.

An eligible site has been purchased for the building, at a cost of five hundred dollars,—the owner of the land having remitted to the Board one half of the estimated value. Contracts have been made for the completion of the building, within the means placed at their disposal, and the building will be ready for occupancy early in the ensuing summer.

During the five years of the existence of the State Normal School at Bridgewater, the inhabitants of that town have manifested a warm interest in its success, and they have contributed liberally to its means. At the time when it was proposed to erect a building for its permanent accommodation, and, of course, to give a permanent location to the school, not only individual citizens, but the town in its corporate capacity, made liberal pecuniary offers to the Board, on condition that the school should not be removed. The question of location, both of the Bridgewater and Westfield schools, was eventually decided, with little or no reference to the pecuniary inducements held out by these respective towns, but on higher considerations of general policy and expediency. It is proper, however, to mention, that the rival towns of Plymouth and Northampton, offered the sum of two thousand each, as a *bonus* to the Board, on condition that the two schools, respectively, might be established within their limits.—*Report of the Board*

TEACHER'S INSTITUTES.

Early last summer, when explaining to that liberal and well known friend of our Common Schools, the Hon. Edmund Dwight, the advantages which might accrue from holding Teachers' Institutes in Massachusetts; and stating my apprehensions to him, that an obstacle to their adoption might arise from their expense, which the country teachers, on account of their small compensation, might feel unable to incur; he generously placed at my disposal the sum of one thousand dollars, to be expended in such manner as might be deemed most expedient for promoting the object. This sum was amply sufficient for a fair trial of the experiment, as will be seen by the following plan: Suppose the number of four Institutes to be decided on; suppose ten working days to be fixed upon as the time for their continuance; and suppose a bounty of two dollars, towards defraying the expenses of board, to be offered to each of the first hundred who should apply for admission as members,—there would still remain a sufficient sum to pay for rooms, lights, attendance, and so forth, and to defray the *actual expenses* of teachers and lecturers. It was presumed that a sufficient number of eminent teachers and lecturers could be found, whose personal services would be gratuitously given for so noble an object;—an expectation which was not disappointed. Such being an outline of the plan contemplated, it became necessary to decide upon the places where the Institutes should be held. Perhaps there was no great difference in point of eligibility, between many different places in the State that could be named. Still, however, a selection must be made; and the choice of

one place necessarily involved the exclusion of others. I make this remark, because now, since the Institutes have so admirably succeeded, the question is sometimes put to me, by persons living in different localities, why some town in their own vicinity had not been chosen.

After the best consideration that could be given to the subject, the towns of Pittsfield, in the County of Berkshire; of Fitchburg, in the county of Worcester; of Bridgewater, in the county of Plymouth, and of Chatham, in the county of Barnstable, were designated. A Circular Letter was issued, which was published in the newspapers, and copies of which were sent to school committees in the vicinity.

All the Institutes were included within a period of five weeks, so as, at once, to improve the most favorable season of the year, and to close the latest, before the customary time for commencing the winter schools. Of course, some of the preceding overlaid the time of the succeeding. I was present at the opening of all but one, (two of them commencing on the same day,) and spent as much time at each as was practicable.

As this class of meetings forms a new instrumentality in the history of our Common Schools; and as it promises to be an efficient means in advancing their welfare, some minuteness of detail in describing the manner of their proceeding, may not be improper. If other States will also give an account of their modes of operation, we may be mutually benefited by each other's experience. In describing the manner of opening the Institutes, I speak of those only at which I was personally present.

After the meeting was called to order, a cordial welcome was tendered to its members; a few remarks were then made respecting the laudable and sacred purpose for which they had assembled together, and religious services, appropriate to the occasion, were performed.

It was then explained, that where many individuals meet together, in order more successfully to carry out a common purpose, it always becomes necessary to have some harmony of view, and some concert of action; and, in order to effect this union of purpose and of conduct, it is essential, so far as the general object may be concerned, that the wills of the whole should be blended together, and become as the will of one man. The following topics were then taken up, separately considered, and disposed of:

First, the mischiefs of absence and tardiness were commented upon;—the interruption of the whole school, occasioned by the late arrival of a portion of its members; the inability of the delinquents themselves to take up the subject then in hand, and follow it out from that point, without knowing what had preceded; the permanent evils of contracting or of indulging a bad habit, and the general annoyance and injustice of a want of punctuality in all the business of subsequent life;—with such other considerations, more or less expanded, as were deemed pertinent to the topic. The question was then propounded to the members generally, whether, during their association together, they would be present, extraordinary circumstances excepted, during each half day of the session; and be punctual also, at the hour of opening the Institute;—by the hour of opening being understood the precise hour,—not ten minutes after it, nor five minutes after it, but when the minute hand of the clock divides the dot upon its face into two equal parts. It was also explained that there never was a greater untruth embodied in a current saying, than that it is nine o'clock till it is ten, or one o'clock till it is two; that it might as well be said that it is sunrise till it is sunset, or New Year's day until the last of December. To school teachers, it was said, may we look, more than to any other class in the community, for establishing correct habits among men, on the subject of punctuality. Those members who had resolved to be present each half day, and also punctual at the hour, were then requested to signify their determination by the uplifted hand—which was unanimously done.

The subject of communication with each other, while the exercises of the Institute were going on, either by whispering, or in any other mode, was then considered. The well known mischiefs of whispering in school were adverted to; the temptation which it holds out to the introduction of thoughts and schemes unsuitable to the time and place; its incompatibility with the stillness which it is desirable to preserve in every schoolroom; the fact that one cannot whisper unless another is whispered to; and the injustice often done to the latter by di-

verting his attention, and breaking in upon his train of thought,—perhaps at a critical point in his investigation, when he is just grasping the idea of which he is in pursuit, and which it may take him a half hour to recover; the enticement which it holds out to duplicity and clandestine practices, in order to conceal the act,—thus gradually undermining the moral sentiment even in cases where outright prevarication or falsehood is not resorted to; the experience of teachers themselves in regard to the evils of whispering;—all these points were rapidly brought into view; and for the sake of setting an example of what a good school should be; and of doing as they would wish to be done by; all the members who resolved to abstain from communication, unless at the season of recess, or on some such extraordinary emergency as should carry its own excuse with it, were requested to signify it by the uplifted hand. To this, an affirmative response was unanimously given.

It gives me pleasure to add, that at each of the Institutes, where these subjects were introduced at the commencement, an adherence to the course of conduct agreed upon, was almost universal. In one or two instances, a departure from the rule was noticed. At the next opening, the fact of an observed infraction of the compact was briefly adverted to; without, however, any mention of names. The case was spoken of as probably resulting from inadvertence, or forgetfulness, or habit; the duty of watchfulness and self-control was renewedly enjoined, so that, on comparison of ourselves with ourselves from day to day, we might turn life to its highest possible use,—progressive improvement.

The subject of commanding the attention was introduced,—the power of concentrating the mind upon a given point, and holding it there until its purpose is achieved. It was stated that many distinguished men,—Sir Isaac Newton among the number,—had referred their superiority over other men, not so much to the possession of greater talents, as to the better habit which they had acquired of using their talents,—to their power of bringing the light of all their faculties to a focus, of turning that focal light upon any object, and commanding it to shine steadily there, until all its mysteries had been read by the illumination. It was explained that all objects in nature have their superficial properties,—their properties which lie upon the surface,—and that all objects have also their profounder properties,—properties which are in-seated and occult, which seem to be hidden away from the common gaze, and can be brought out by those only, who will penetrate to the depths where they lie. As a necessary consequence of this undeniable truth, it must happen, that volatile minds, accustomed to skim lightly over the surfaces of things,—to touch many but to penetrate none,—can be acquainted with shows and appearances only; with the outward and changing phenomena, and not with the inward and governing law; while, on the other hand, those minds which have the power of fixing the attention upon objects, will master their inherent properties and attributes, and thus obtain a knowledge by which all the works of nature may be converted into instruments of power and blessing. Among this latter class of men we are to look for great discoverers and inventors, for profound jurists and statesmen, for eminent men in all the varied walks of life. If a teacher can invest his pupils with the power of fixing the attention, he will confer upon them a benefit as much greater than any amount of mere knowledge he can bestow, as the ability to originate is better than the ability to acquire. As preliminary to fixing the attention of the mind, the senses must be governed. If a teacher would train his pupils to a ready command of attention, he must teach them to command the eye, by looking steadily upon the book, the slate, the black-board, and upon the teacher himself, when he is giving oral instruction. If the eye is suffered to wander, it then receives impressions involuntarily. Those impressions will command the mind, and divert it from the subject it was considering. If the mind does not command the eye, the eye will command the mind. Hence, where the teacher finds the attention of a class to be wandering and fugacious, he should, at first, place them where the fewest possible number of objects will attract them, or distract them. He can, at first, command the position of the head, not allowing it to turn away; he can then command the direction of the eye, not suffering it to wander; and, if he has the talent to make his exercises interesting, he will then command the mind, and the work will be done. The teacher who understands his subject so well as to teach without book, has, in this respect, an incalculable advantage over one who is obliged to hold a book in hand, and to consult it at every step. In the one case, the

teacher arouses and attracts attention; in the other, he repels or deadens it. In the one case, he often sees, even before the answer, whether he is understood, or whether the subject is understood; in the other case, it often happens that he does not know, even after the answer, whether or not, it was an intelligent one. The glance, too, of the teacher's eye, carries his voice to the heart.

The spirit of many of the above remarks will apply to the management of the ear, as well as to that of the eye. It is the annoying and odious habit of New England congregations, almost without exception, if a noise happens in any part of the house,—if a cane, or umbrella, or book falls, or an intrusive cur barks, or even a child yawns audibly—although in the midst of the most eloquent and impassioned parts of a sermon or address,—for the whole audience to wheel round their heads, with the promptness, if not with the precision, of a military company on drill. The teacher should suffer no such habits to grow up in the school-room. If they exist there, he should expel them. While attending a recitation, the pupil should be trained to such immobility of position, his senses to such fixedness of attention, and his mind to such a concentration of its energies, that nothing but the cry of "fire," or some equally perilous alarm, would be able to unloose them. We cannot expect that this result will be effected in a single term, nor in a single year; but long before the common period of a school education is completed, this work should be done.

Some writer has made the supposition, that, after the service of prayer should be closed in the church, the audience should see written out upon the walls, all the thoughts in which each member had indulged during the exercise. Doubtless it would be one of the most astounding disclosures ever made! Yet the *disclosure* would not alter the *fact*. In the eye of conscience, all wrong is the same, whether known in the bosom of its author only, or written upon the concave of the sky.

I know not whether the above considerations had any effect upon the members of the Institutes, to whom they were addressed; but more attentive and devoted auditors than they afterwards were, I never beheld.

The responsibility of each member for the neatness and cleanliness of his own seat and desk, and for so much of the space around it, as was properly appurtenant to it, was also brought into view.

Having heard that the proceedings of a considerable number of the Institutes in the State of New York, had been seriously interrupted, by the intrusion of book agents, who flocked to the meetings for the purpose of selling their books, it seemed to me that it would be well, by measures of timely precaution, to arrest the misfortune of having our Institutes, for the improvement of Teachers, converted into book-fairs for the benefit of authors. It is obvious that if one man should appear with a spelling-book; another with a series of reading books; a third with a grammar; a fourth with an arithmetic; a fifth with a geography; a sixth with a history; and another with a machine that could teach all branches at the same time, and almost in no time; the attention of the members would be very much distracted, and the value of the meeting seriously impaired. But it is still more obvious, that if rivals in trade, or espousers of different systems of grammar, arithmetic, and so forth, should encounter each other, at these meetings; their pecuniary interest in the sale of their works, or their instincts of paternity for the systems they had originated, might lead, at least to earnest and absorbing discussion, if not to the formation of antagonistic parties. Excited feeling might magnify trivialities into importance, while great principles were overlooked; and thus the time of the Institute might be unprofitably spent. It was therefore proposed and agreed upon, that if authors or booksellers should ask for a hearing, they should be treated with all civility and respect, but requested to wait until the day succeeding the end of the session. The consequence was, that the time of the Institute was not broken in upon for a minute, by any thing foreign to its legitimate object.

It was not meant, by the above mentioned course, to imply any disparagement of any work designed for schools. It is natural that each author should suppose his own work to possess points of excellence, superior to any other; and that he should wish for an opportunity to diffuse, as widely as possible, the improvements he has originated. But until Institutes shall be held for a much longer period, the time of the members can be more profitably spent upon the methods

and principles of teaching, than upon the difficult work of investigating and comparing the relative merits of different text books.

After going through with an exposition of the views, of which the above is an abstract, it was then stated that such a method of introducing the exercises of the Institute had been adopted, not more on account of its intrinsic pertinency and propriety, than as an example of what it would be well for every teacher to do, on opening his school. It was recommended to all teachers, that, on entering their schools for the first half day, they should make some simple and intelligible explanation of the objects for which they and their pupils had met; and should bring into view the new pleasures and duties growing out of the new relation. This exposition by the teacher should occupy a longer or a shorter period of time, and the range of topics introduced should be more or less extensive, according to the ages and capacities of the pupils. It is believed that such a course might be made an efficient means of conciliating the favorable regards of the scholars, and of imparting to their minds some more adequate views of the great purposes for which they assemble in the schoolroom. The benevolent interest taken in their welfare by the town which has voted its money, by the district which has provided a schoolhouse, and by their parents who have supplied them with books and sent them to school; the corresponding obligations of gratitude and of diligence; the teacher's own interest in their welfare; his readiness and his desire to assist them, and his willingness to supply all their reasonable wants;—these, or similar topics might be introduced by every teacher, in a sort of *Inaugural* address. If children are, to any extent, rational beings, their reason should be addressed; if they have affections, those affections should be appealed to. There will be room enough after this, for the stern mandates of authority. And every intelligent man knows, every Christian man feels, that the severe voice of authority will have infinitely more power, when summoned as the ally of reason and the affections, than when invoked in their absence, or as their antagonist.

After the above preliminaries, the regular exercises of the Institutes were commenced. Instruction was given in hand-writing, and good hand-writing was analyzed into its elements;—in reading, in correct pronunciation and enunciation, and, above all, the doctrine was enforced that children should be made to understand what they read; in orthography and syllabication, particularly in regard to the classes of words most frequently mis-spelt or mis-divided; in some of the general laws of language, of which grammar is a more or less perfect collection;—in arithmetic, especially the fundamental rules, and their methods of proof;—in geography and map drawing;—in the principles which should govern in the classification of schools;—in vocal music;—in the indispensableness of moral culture, &c. &c. Observations on the best methods of teaching each branch were interspersed in all the exercises pertaining to that branch. Each subject was explained in the manner,—although, of course, with more condensation and brevity,—in which it should be explained to a class of children. Different methods of proceeding were not only explained, but exemplified. The members were taken to the black-board to solve problems and to draw maps. After a subject had been gone over by the teacher, some experienced member of the institute,—and several were present who had taught more than twenty years,—was requested to take the platform, and repeat the method exhibited, or suggest a new one. And, at last, the whole subject was thrown open, to give each one an opportunity to present his views, or the results of his experience. Of course, a long and regular drill in the different branches of study, like those given at the Normal Schools, was impracticable. The exercises were necessarily confined, in the day time, to different methods of teaching, illustrating and explaining; and, in the evening, to lectures on subjects in which every teacher must feel an interest.

Throughout the whole, a point never lost sight of was, to *exhibit*, as well as to *explain*, the style of teaching recommended. I will illustrate this by an example. In no instance were questions put to the members, in a fixed and stated order, according to the arrangement of their seats, or to their position when standing. The question was first propounded to all. After waiting for a sufficient length of time to allow each one to prepare, mentally, the best answer practicable, an individual was then designated to give the answer orally. If the one called upon was unable to answer, another was named, (in this case without

delay;) and if two or three special calls proved unsuccessful in obtaining an answer, the question was then thrown open to all the members. Almost without exception, this general call brought out a correct response. Then, for the purpose of impressing the true result upon their minds more deeply, it was repeated simultaneously and energetically by all the members. Another question was then propounded, and so on.

In this way, the attention of the whole was kept upon the alert, for each one knew his liability to be called upon; and the exercise never proceeded far, before becoming deeply interesting and exciting. How different is it, when the members of a class are called upon in regular rotation, as they may sit or stand. Suppose a class to consist of twenty, the lesson to be geography, and the questions to be propounded to them in the order of their position. As soon as one has answered, or endeavored to answer, he knows that a question is to be put to nineteen others before it will become his turn again. Although it is possible that his mind may follow the circle of interrogation as it moves round and round; yet the chances are a hundred to one against it. Vastly more probable is it, that his mind will wander off to any sight or sound that may arrest his eye or ear; or that it will be occupied with the recollection of some amusement that is past, or be laying a plan for some that is to follow. Pursuing such a course, the teacher would rarely have the earnest and unwavering attention of more than one pupil in his class, at the same time. The rest will feel like sentinels off duty, and think they have a right to sleep. But, let him adopt the other course,—first propounding the question, waiting a brief space for each one to prepare a reply, and then naming an individual to announce it,—taking care to call most upon those who had seemed to be least attentive,—and he will rarely fail of commanding the attention of all. He will secure the operation of twenty minds instead of one; and each individual will listen to the answer which is given, in order to compare it with the one he himself had prepared. This course, too, if skilfully pursued, will deepen the interest in intensity, as much as it will multiply the number of those who partake in it.

After the members of the Institute had been exercised in this way, it was referred to their own consciousness, whether they had not felt the necessity of bestowing closer attention; and whether, in fact, they had not bestowed closer attention, than they would have done, if the questions had been proposed to them in the order of their seats,—as though the seats and not their occupants were the things to be regarded. The consideration was then pressed home upon their minds, that if they had felt the effect of such a mode of questioning, it would be felt by their pupils far more than by themselves.

All the above considerations apply with greatly augmented force, when the number of questions to be put, or parts to be assigned, is less than the number of persons in the class. In such case, if the order of rotation be adopted, a portion of the class will know, as soon as the first call is made, that they are exempted from any part in the exercise.

It is hardly necessary to add that, in some studies, there is a better way than the above;—as in arithmetic or map-drawing, for instance, where there should be a black-board, sufficient in extent to allow each member of the class to stand before it, and to work upon it, at the same time.

The value of another method was not only enforced by argument, but exhibited in practice. Except in reading, spelling, and parsing, not one of the teachers was seen with a book in his hand; and the members were referred to the effect which this method of teaching produced upon their own minds;—whether they could not testify, from their own experience, that it had more of life, of energy, of directness, of pertinency, than the method of reading stereotyped questions from the margin of a book, and then examining the text, to decide upon the correctness of the answer.

As one exercise,—combining, however, many others,—each member was requested to write a letter, paying attention, not only to style, orthography, syllabication, punctuation, and capitalizing, but also to the manner of dating, addressing, subscribing, folding and superscribing it. On an examination of the letters, suggestions were made on all these points. It is a subject on which teachers, in all our schools, should give instruction. Were this done, it would save many of those unsightly and ridiculous missives that now go through the Post Office.

At some of the Institutes, the members briefly related their experience on the subject of "School Discipline." A great degree of unanimity, both in sentiment and practice, was found to prevail. In extreme cases of obduracy, or contumacy, when all other means had been faithfully tried, and tried in vain, the law of force was believed to be a less evil than the lawlessness of passion; but corporal punishment, as a labor-saving instrumentality; corporal punishment, in a state of anger, or even of indifference; corporal punishment, without a preceding, exhaustive process, both of moral and intellectual dissuaves from wrong, was condemned. It was also a remarkable fact, with regard to teachers of experience, that, as they taught longer, they punished less;—demonstrating conclusively to all parents, that, just so far as they can advance the qualifications of teachers, they secure the adoption of higher principles in the government of their children.

I feel bound, before leaving this subject, to bear public testimony to the exemplary conduct, the earnestness and the teachableness of the members composing the Institutes. They seemed to be alike conscious of deficiencies, and anxious to supply them. They seemed to occupy that honorable middle ground, which is equally remote from the arrogance that blindly rejects, and the servility that blindly receives. The whole number that attended was about four hundred. More applied than could be received. The number of applicants at Fitchburg was one hundred and seventy-seven. I believe the members all carried away some new ideas in regard to the art of teaching, deeper impressions in regard to the dignity and sacredness of their office, and a more heart felt devotedness to duty. Before the end of another year, twenty thousand children will come within the circle of their augmented powers of beneficence.

I hope it may be deemed advisable by the Board to commend Teachers' Institutes to the patronage of the Legislature. Though no substitutes for the Normal Schools, yet they have the same object in view. They will, in the first place, obtain most valuable ideas and suggestions from those schools; and in return, they will send better prepared pupils to them.

RETROSPECT OF THE YEAR.

Mr. Mann then sums up his review for the year.

On the whole, the past year, though falling vastly short of what might have been done, and should have been done, has been a season more auspicious to the interests of Common Schools, than any of its predecessors, since the establishment of the Board.

The amount of town appropriations, and the length of the schools, have been substantially increased.

The compensation of teachers is gradually increasing; and the same is true of the number of annual schools, which furnish teachers with permanent employment.

The practice of subdividing districts, in order to bring a school literally to every man's door,—a practice so suicidal to all the best interests of education,—is nearly discontinued. During the last year, I have reason to believe that more districts have doubled their resources and their strength, by union, than have pauperized themselves, by division.

Several large towns have abolished their districts, purchased all the schoolhouses, and assumed the legal liability of providing houses and teachers, in their corporate capacity;—thus introducing a system which will shortly lead to equally good houses, and equally good schools, in all parts of the town.

Several towns, where the schoolhouses were among the poorest in the State, and where all attempts at renovation had been successfully resisted, have at last yielded to the demands of public opinion, and supplied themselves with commodious edifices.

The extraordinary facts exhibited in my last Report, respecting the manner of apportioning school money among the districts, have turned public attention to that important subject. Those facts have already induced some towns to make very material modifications in the manner of distributing their money; and they promise to do the same thing in many more. The great doctrine, which it is desirable to maintain, and to carry out, in reference to this subject, is, *equality of school privileges for all the children of the town, whether they belong to a poor district or a rich one; a small district or a large one.*

A general interest has been awakened in some towns, upon which a deep sleep had fallen before. During no year, since my original appointment, have my advice and assistance been so frequently requested, respecting the best methods of arranging and improving our school system.

OUR DUTIES FOR THE FUTURE.

Improvement in schoolhouse architecture,—including in the phrase all comfortable and ample accommodations for the schools,—is only an improvement in the perishing body in which they dwell. A more perfect organization of the schools themselves, by a wisely graduated classification of schools and scholars, and by the assignment of such territorial limits as will best combine individual convenience with associated strength, is only an endowment of that perishing body with a superior mechanism of organs and limbs. The more bounteous pecuniary liberality with which our schools, from year to year, are maintained, is only an addition to the nutriment by which the same body is fed, giving enlargement and energy to its capabilities, whether of good or of evil, and empowering it to move onward more swiftly in its course, whether that course is leading to prosperity or to ruin.

The great, the all-important, the only important question, still remains;—By what spirit are our schools animated. Do they cultivate the higher faculties in the nature of childhood,—its conscience, its benevolence, a reverence for whatever is true and sacred; or are they only developing, upon a grander scale, the lower instincts and selfish tendencies of the race,—the desires which prompt men to seek, and the powers which enable them to secure, sensual ends,—wealth, luxury, preferment,—irrespective of the well-being of others? Knowing, as we do, that the foundations of national greatness can be laid only in the industry, the integrity, and the spiritual elevation of the people, are we equally sure that our schools are forming the character of the rising generation upon the everlasting principles of duty and humanity; or, on the other hand, are they only stimulating the powers which lead to a base pride of intellect, which prompt to the ostentation instead of the reality of virtue, and which give augury that life is to be spent only in selfish competitions with their fellow-men? Above all others, must the children of a republic be fitted for society, as well as for themselves. As each citizen is to participate in the power of governing others, it is an essential preliminary, that he should be imbued with a feeling for the wants, and a sense of the rights, of those whom he is to govern; because the power of governing others, if guided by no higher motive than our own gratification, is the distinctive attribute of oppression;—an attribute whose nature and whose wickedness are the same, whether exercised by one who calls himself a republican, or by one born an irresponsible despot. In a government like ours, each individual must think of the welfare of the State as well as of the welfare of his own family; and therefore, of the children of others as well as of his own. It becomes then, a momentous question, whether the children in our schools are educated in reference to themselves and their private interests only, or with a regard to the great social duties and prerogatives that await them in after-life. Are they so educated that when they grow up, they will make better philanthropists and Christians, or only grander savages?—for, however loftily the intellect of man may have been gifted, however skillfully it may have been trained, if it be not guided by a sense of justice, a love of mankind and a devotion to duty, its possessor is only a more splendid, as he is a more dangerous barbarian.

Of all neglected and forgotten duties, in all ages of the world, the spiritual culture of children has been most neglected and forgotten. * * * They have been comparatively neglected until their passions had taken deep root, and their ductile feelings had hardened into the iron inflexibility of habit; and then, how often have the mightiest agencies of human power and terror been expended upon them in vain! * * * Who will deny, that, if one tithe of the talent and culture which have been expended in legislative halls, in defining offences and in devising and denouncing punishments for them; or of the study and knowledge which have been spent in judicial courts, in trying and in sentencing criminals; or of the eloquence and the piety which have preached repentance and the remission of sins, to adult men and women, had been consecrated to the instruction and training of the young, the civilization of mankind would have been adorned by virtues, and charities, and Christian graces, to which it is now a stranger?

The remaining portion of Mr. Mann's Report is devoted to an eloquent exposition of the evil inflicted on the spiritual culture of children, by the manner and motives on which schools are conducted.

NEW YORK.

ANNUAL REPORT OF THE SUPERINTENDENT OF COMMON SCHOOLS FOR
1846.

The official documents relating to the practical working of the common school system of this great state, will always attract the attention of every friend of educational improvement. For an outline of the system we refer our readers to *Educational Tract, No. 1*. The following facts and suggestions, gathered from the above report of Mr. Benton, show the present state of the schools.

GENERAL CONDITION OF THE SYSTEM.

Population of the state in 1845,	2,604,495.
Number of counties,	59.
Number of cities,	9.
Number of towns,	835.
Whole number of school districts,	11,017.
Number of entire districts,	8,421.
Number of parts of districts,	5,307.
Number of districts from which reports have been received,	10,808.
Number of non-reporting districts,	299.
Average length of time during which schools have been taught,	eight months.
Number of volumes in district libraries,	1,144,579.
Increase over last year,	106,183 volumes.
Amount of public money expended for teachers' wages during the year,	\$629,855 07.
Amount of public money expended for libraries and school apparatus,	\$95,182 35.
Amount contributed on rate bills for teachers' wages beyond public money,	\$456,141 16.
Number of children under instruction during the year,	736,150.
Number of children between the ages of five and sixteen,	691,000.
Amount of public money received from all sources by town superintendents for distribution,	\$750,855 24
Amount apportioned for teachers' wages,	\$572,683 82
" " for library &c.	95,561 06
	668,244 88
Balance expended under local appropriations,	\$82 611 36
Local funds arising from avails of gospel and school lots &c.	\$20,207 93.
No. of children who attended school for 2 months and upwards, during the year,	534,110
do. do. for 4 months and upwards,	336,462
do. do. for 6 months and upwards,	189,374
do. do. for 8 months and upwards,	94,765
do. do. for 10 months and upwards,	48,901
do. do. for 12 months.	4,298
Number of private schools, about	2000.
Number of children attending, about	56,000.
Number of children attending schools for colored children,	2860.
Amount of public money applied to such schools,	\$11,184 92.
Additional amount paid on rate bills,	\$1,086 18.

AGGREGATE EXPENSE OF THE SYSTEM.

The actual capital of moneys invested by the state, and expended by the authority of law for the maintenance and accommodation of the public schools may be thus stated:—

Productive capital of the school fund,	\$2,090,632 41
Unproductive capital of the school fund is estimated at	175,000 00
Amount invested in school houses, other improvements and real estate,	3,739,123 53
	<hr/> \$6,004,755 96

If the principal of the income from the U. S. deposite fund,
\$165,000 be added as capital, 2,750,000 00

Then the capital is \$8,754,755 96

The amount invested in school houses is taken from the returns of the marshals who took the census of the state in 1845.

Cost of common school buildings, \$2,997,155 97

Cost of other improvements, 135,362 26

Cost of real estate, 606,605 32

Total cost of buildings, improvements and real estate, \$3,739,123 55

The whole annual expense of our schools may be stated as follows, but nothing more than a probable approximation to accuracy is intended in making it.

Interest at 7 per cent. on \$3,115,590 55, the cost of school houses, &c, as returned by the marshals appointed to take the census, \$218,091 33

Fuel for 10,837 districts at \$8 for each, 86,696 00

Fees of collectors on \$222,218 raised by tax at 3 per cent., 6,666 54

Fees for collecting \$458,127 on rate bills at 5 per cent., 22,906 35

Repairs of school houses average \$4 each, 44,072 00

Compensation of town superintendents and town officers, supervisors and town clerk, say, 25,500 00

County superintendents of common schools, 28,000 00

Total estimated expenses, \$431,902 22

Add amount actually expended as ascertained by the returns of 1844, including for libraries, \$997,723 92

Making an aggregate expenditure of, \$1,429,626 14
for the support of schools, exclusive of books and stationery for the use of the scholars. Divide the above sum by 676,732, the number of scholars instructed, and the average cost for each child is \$2 11.

SCHOOL HOUSES.

The county superintendents have visited 9,306 school houses during the year ending on the 1st of October, 1845; 7,566 of which were of framed wood; 567 of brick; 519 of stone, and 552 of logs. The number found in good repair was 3,783; in ordinary repair 2,701; and in bad repair 2,761. Only 672 were found containing two or more rooms, leaving 8,643 with but one room; 2,641 were furnished with suitable play grounds, and 6,462 were entirely destitute of such grounds; 2,133 were furnished with a single privy, 1,480 with double privies, and 5,194 were wholly destitute of this appendage. The number furnished with suitable and convenient seats, desks, &c., is stated at 3,811; and the number not so furnished at 5,440. The number provided with proper means for ventilation is 2,950, leaving 6,950 not so provided. Every district in the counties of Kings, Monroe and New York, is provided with suitable privies; while in Allegany 190 out of 251 districts visited; in Broome 110 out of 156; in Chautauque 228 out of 309; in Chemung 89 out of 122; in Columbia 118 out of 182; in Franklin 87 out of 107; in Greene 104 out of 134; in Lewis 96 out of 130; in Putnam 132 out of 163; in Seneca 72 out of 111; in St. Lawrence 243 of 329; in Steuben 65 out of 78; in Suffolk 76 out of 119; in Sullivan 73 out of 87; in Tioga 94 out of 134; and in Warren 83 out of 107, are wholly destitute of privies.

The whole outlay for school houses and their necessary appendages is derived from taxes voluntarily imposed by the tax paying inhabitants of the school districts upon themselves in accordance with an uniform rule prescribed for all, while about one-fourth part of the annual expenses incurred for the support and maintenance of the schools is contributed from the public treasury, and another fourth raised by the boards of supervisors in the counties; the remainder is mostly paid by the patrons of the schools. The law inflicts no other penalties upon the inhabitants of school districts for refusing or neglecting to provide a suitable school room, and to cause a school to be kept a limited time each year by a competent teacher, than the forfeiture of a sum not equal to one half of the annual expense of instruction; hence every burthen beyond the mere tax raised

in the towns is voluntarily assumed, and *this*, it is believed, constitutes the chief excellence of our system of education. The indications of advancement are neither feeble nor doubtful; and when called to witness the construction of new and in many instances commodious school houses, it is painful to notice so much inattention in providing those appendages so necessary to promote the physical comforts of the young and protect their moral sensibilities against the indelicate exposures which must inevitably happen for the want of conveniently arranged privies.

CONDITION OF THE WINTER SCHOOLS, 1844-5.

The whole number of districts visited during the winter term was 5,845; and the aggregate number of pupils in attendance at the time of such visitations respectively, was 225,540. The number of pupils engaged in learning the alphabet, was 11,376; in spelling, 51,627; in reading, 221,886; in arithmetic, 117,075; in geography, 74,788; in the use of globes and other scientific apparatus, 14,298; in history, 14,161; in English grammar, 49,741; in algebra, 3,620; in geometry, surveying and the higher mathematics, 906; in natural philosophy, 7,106; in mental philosophy, 537; in physiology, 1,395; in book-keeping, 922; in composition, 20,601; in definitions, 29,268; and in chemistry and astronomy, 4,532. The number of male teachers employed was 4,751; of female teachers, 1,907; of the former, 154 were under 18 years of age; 1,052 between 18 and 21; 1,874 between 20 and 25; 909 between 25 and 30; and 563 over 30; of the latter, 165 were under 18; 521 between 18 and 21; 516 between 21 and 25; 242 between 25 and 30; and 84 upwards of 30. The number of males who had taught, in the whole, for a less period than one year, was 1,603; and of the females, 348. The number of the former who had taught in the whole more than one year, was 2,911; and of the latter, 1,222. The number of male teachers who had taught the same school for a period less than one year was 3,213—for one year, 710; two years, 339; and three years, 290. The number of females who had taught the same school for a less period than one year was 1,003—for one year, 311; two years, 110; and three years, 100.

The whole number of districts visited was 6,434; aggregate number of pupils in attendance, 209,802; number in the alphabet, 10,571; spelling, 62,830; reading, 193,751; in arithmetic, 117,075; in geography, 69,142; use of globes, &c. 14,406; history, 9,094; grammar, 31,217; algebra, 1,706; geometry and higher mathematics, 906; in natural philosophy, 5,015; physiology, 2,172; definitions, 26,549; chemistry and astronomy, 4,372; number of male teachers, 1,229; female teachers, 5,918; number of male teachers under 18 years of age, 23; between 18 and 21 years, 170; between 21 and 25, 401; between 25 and 30, 268; over 30, 228. Number of female teachers under 18 years of age, 1,018; between 18 and 21, 2,048; between 21 and 25, 1,551; between 25 and 30, 586; over thirty, 238. Number of male teachers who had taught over one year in any school, 897; less than one year, 203; of the females, 3,157 had taught over one year, and 2,209 less than one year. Number of male teachers who had taught the same school less than one year, 510; one year, 270; two years, 150; three years, 173. Number of females who had remained in the same school less than one year, 3,905; one year, 1,025; two years, 333; and three years, 157.

COMPENSATION OF TEACHERS.

The average of the wages paid to male teachers during the winter term, was \$13 37 per month, and during the summer, \$14 25, exclusive of board; and the average paid to female teachers during the former, was \$7 00, and for the latter, \$6 00 per month, also exclusive of board. This compensation does not vary much from that of the previous year, but the average is somewhat less than was paid in the year 1843, occasioned probably by the employment of a larger number of female teachers during the past than in the former year. It is also believed that the considerable number of males and females under eighteen years of age who are employed by the trustees as teachers and for small wages, tends considerably to reduce the average rate of compensation. The superintendent cannot believe that the services of competent teachers are not at this day duly appreciated, or that the advantages to be derived from the employment of such only, as by their zeal and fidelity in the discharge of their important duties, are not properly estimated by parents and school trustees. Those who "make the business

of teaching a permanent profession," should and in most cases no doubt have, acquired an education equal to every requirement for *that profession*, and possess "an aptness to teach," and a facility to impart instruction to others, which should not fail to place them high in public estimation. The young and talented of either sex in the state, should not hesitate to make choice of this as an honorable, and in the end, a remunerating profession, and those who have commenced in this career of usefulness, should not doubt of ultimate success. By industry and application in their pursuits, and amenity of conduct in their intercourse with others they will soon conciliate the public favor, and the competent, faithful and zealous instructor will find no cause to complain that his services are not justly rewarded. Devotion to duty, excellence of attainments, and correct moral deportment, are qualifications that merit and must receive from parents and the patrons of our schools, their warmest commendations and liberal support. Those parents who have had an opportunity of testing the effect upon the minds and conduct of their children, produced by such teachers, would gladly contribute any reasonable sum to secure such services. Parents ever watchful of the progress and best interests of their children, are not unmindful of their improvement in the branches of education to which they have been devoted, the unfolding of the youthful mind, their propriety of conduct, and desire for advancement. If these are the results and the fruits of the instructors' labor, the proof will be evident that more than an equivalent has been rendered for the price of instruction paid by the employer. Parents should remember that it is more important their children should be correctly and thoroughly instructed in those branches of education assigned to them, than a rapid superficial progress can under any circumstances be expected to accomplish: that the inquiry with them should be, how well has this child been instructed? and not how many studies has he pursued disregarding all thorough proficiency? and that in the first instance it is far easier to impress truth into the youthful mind, than to eradicate an error once fixed there. The teacher must consider how much his own success and his usefulness in his profession depends upon himself. He should also bear in mind that he is entrusted with the education of those who may in a short time control the destinies of a large and wide spread people, and that, if he fails in duty, he commits a moral treason against his country and its institutions.

MUSIC IN COMMON SCHOOLS.

In 1843 the aggregate number of pupils, who attended the common schools, engaged in the study and practice of vocal music in the winter schools was 10,220; in 1844 the number increased to 47,618; and during the year 1845 to 71,890. In the summer terms of 1843 the number was 17,632; in 1844 the number had increased to 43,243; and in 1845 to 77,925, or about one-ninth of the whole number instructed in the schools. These results afford the most pleasing satisfaction at the favorable reception given to an exercise so conducive to health, innocent enjoyment and instruction; and should the ratio of progression continue we shall soon see hundreds of thousands of children engaged at proper intervals in the "study and practice of vocal music" in our common schools.

SCHOOL DISTRICT LIBRARIES.

The number of volumes in these libraries was on the 1st day of January, 1845, 1,145,250, there having been an increase during the preceding year of 106,854 volumes.

The fourth section of the act, chapter 237 of the laws of 1838, appropriated annually the sum of fifty-five thousand dollars to be distributed to the support of common schools in the manner and upon the conditions that other school moneys were by law distributed, but the trustees of school districts were directed to apply the sums received by them to the purchase of district libraries for the term of three years, (afterwards by § 6 of chap. 177, Laws of 1839, extended to five years,) and after that time to the purchase of libraries, or for the payment of teachers' wages, in the discretion of the inhabitants of the districts.

The sixteenth section of the act, chapter 133 of the Laws of 1843, repeals the limitation contained in the above section and directs the whole fifty-five thousand dollars, together with an equal sum to be raised in the counties, to be applied to the purchase of books for district libraries until otherwise directed by law, but in a district having over fifty children between five and sixteen years of age,

and a library exceeding one hundred and twenty-five volumes; or in a district numbering fifty children or less, between the ages aforesaid, and having a library exceeding one hundred volumes, the inhabitants of such district qualified to vote therein, at any special meeting, duly notified for the purpose, and by a majority of votes, may direct the appropriation of the whole or any part of the library money belonging to such district for the current year, "to the purchase of maps, globes, black-boards, or other scientific apparatus for the use of the schools" of such districts.

The whole amount of money received and paid out by the trustees up to the 1st day of January, 1845, on account of these libraries was \$577,648 78, covering a period of six years. The average number of books for each library is over one hundred, and in many of the strong school districts having the required number of volumes, to admit of the diversion to that object, the trustees during the past year have in accordance with the provisions of the statute before noticed, applied the library money to the purchase of school apparatus, and it is supposed a more extensive application of these means will be made the present, than has been during the past year, in procuring these essential aids to the teacher and the pupil.

TEACHERS' INSTITUTES.

"Teachers' institutes" and "teachers' drills" have been held during the past year in nearly thirty counties in the state, and were attended by more than three thousand school teachers, for periods varying from two to four and eight weeks of continued session. These voluntary associations are rapidly spreading over our entire state, and are destined soon to occupy much of the public attention. An ardent desire for improvement is seated in the minds of professional teachers; the "schoolmaster is abroad" in search after that educational knowledge which will qualify him to discharge the important duties of his profession, and elevate him and his vocation in public esteem.

The principal of the state normal school, and the professor of mathematics, attended a number of these county "institutes" during the last autumn, and several of its graduates and pupils were called upon to preside over their proceedings and conduct the courses of instruction pursued in them; the pertinent and instructive lectures of the former, and the eminently successful efforts of the latter, have been duly appreciated by the members of the institutes where these services were performed, and that appreciation has been manifested in the most decided terms of approval.

THE COMMON SCHOOL, NOT A PARTY BUT A STATE INSTITUTION.

The successful progress and practical results that have hitherto marked the steady advance of our common school system, present to the mind of the philanthropic statesman, the patriotic citizen, and the moralist, a theme for profound reflection on the prospects of the future, and of grateful recollections of the past thirty years. During this time, amidst all the asperities that have marked the conflicts of mind with mind on other topics, civil and social, the revolutions of political parties, and a material change in the fundamental law of the state, this great and invaluable institution has stood like an ocean rock unharmed and unmoved.

It is an institution of **THE STATE**; all the powers, however, essential to its successful operation are exercised by the school district electors, on whom it mainly acts, and by the local town and district officers elected by the people, but the authority to supervise, inspect and visit, extends no further than is necessary to produce a uniform and harmonious action in the different counties, towns and districts, and to ensure a faithful execution of the law, and preserve the funds appropriated from misapplication and waste; and in this every parent and every tax-payer, whether a patron of the schools or not, has a common as well as an individual interest to be protected.

Many of the provisions of the present system have been in operation for years, and should be considered as having received the sanction and approval of the popular judgment by long acquiescence, while others more recently engrafted upon it, may perhaps be regarded as not having received that consideration, and this institution, like every other of our country, must be subjected to "the voluntary action of the people," whom it affects, and from whom it receives all its

vitality. Any institution deriving the means for its support and advancement from different sources, without any power to enforce the observance of the rules prescribed to those who may desire to participate in its benefits, but the forfeiture of moneys conditionally offered for acceptance, must necessarily be somewhat complex in the arrangement of its details to ensure a proper administration of the law for its government, and a faithful application of the funds dedicated to its maintenance. Of the amount annually contributed for the support of our common schools, more than two-fifths is appropriated directly from the two funds set apart for that purpose, and from a tax upon the property of those who either cannot directly enjoy any of the benefits resulting from their establishment or voluntarily choose not to do so. A great public exigency fully justifies the exercise of this taxing power, and that exigency demands the most scrupulous application of the means thus provided for the attainment of the objects contemplated by the imposition of the burthen. The state has as good right to know whether the money it contributes to sustain this institution has been faithfully applied and expended, as it has to be informed of the manner its canal finances are conducted, and to hold all to a rigid accountability. The property holder has a right to ask, if this power of taxing is enforced against him, that some legal wall be established to guard against the waste and misapplication of funds which he contributes to the welfare of the state. Some complaints are made against the system as being too complex. It is believed, however, that these objections will diminish as opportunity is afforded to become more intimately acquainted with its various provisions, and the permanence now given to the office of trustee, will no doubt exert a most salutary tendency towards removing these objections.

Such are some of the important statistics and suggestions of this valuable report. We missed in its perusal any extended notice of the Normal School at Albany; but this omission is supplied in the "*Annual Report of the Executive Committee of the State Normal School*," which we have just received from the kindness of our friend, S. S. Randall, Esq. This institution was established under an Act of the Legislature of 1844, by which \$9,600 was appropriated the first year, and \$10,000 annually for five years thereafter, and until otherwise directed by law, for the support of a "Normal School for the instruction and practice of teachers of common schools, in the science of education, and in the art of teaching." It is under the supervision, management and direction of the Superintendent of Common Schools, and the Regents of the University, who act through an executive committee of five persons, whose duty it is to make "full and detailed reports of the progress, condition and prospects of the school." On each of these points this Report is perfectly satisfactory. It proves that the progress of the school has been rapid,—that its present condition is highly prosperous, and its prospects of future usefulness, all that its best friends can wish. We shall present our readers with copious extracts in the next Extra Journal.